

St Thomas of Canterbury Catholic Primary School

Where every child is special



Year Four Spring 2026

Making **S=P+A+C+E** for learning

Our learning in Year 4

At St. Thomas of Canterbury Catholic Primary School we have just one school rule, our **Golden Rule**:

We treat others as we would like to be treated

We reflect on this in school each week through our **GOLDEN THREADS**: 10 ways in which we can understand and follow our **Golden Rule**.

We teach the children how to be a St Thomas Learner. This includes:

- Making **S=P+A+C+E** for their learning

A St Thomas' Learner makes **S=P+A+C+E** for their learning

We believe that **St Thomas' Learners** can achieve **S**uccess through **P**erseverance together with a really positive **A**ttitude, **C**onfidence and, of course, **E**ffort.

Throughout this year we will be working on the Learning skills that lie behind these key attitudes to help each of us to improve as learners and to make the most of every opportunity that comes our way – our **S=P+A+C+E** skills.

Perseverance

A St Thomas' Learner...

NEVER GIVES UP

TRIES AND TRIES AGAIN

Isn't afraid to get things wrong

Is resilient

Always gets involved and has a go

A positive, can-do **A**ttitude

A St Thomas' Learner...

BELIEVES IN THEMSELVES

Has a GROWTH mindset

Wants to take part

Is always optimistic

Encourages others

LOVES LEARNING

Confidence

A St Thomas' Learner...

Is happy

Knows they CAN

Believes in the power of yet

LEARNS FROM THEIR MISTAKES

Is happy to share

Knows they are valued and loved

Effort

A St Thomas' Learner...

Is always ready to learn

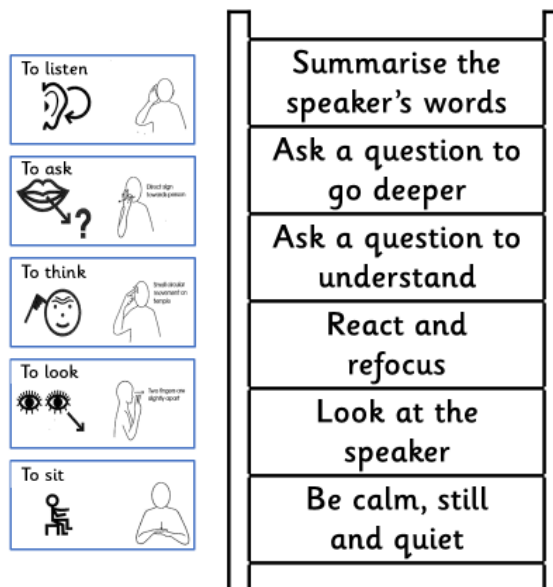
listens

Isn't distracted

Makes good use of time

WORKS IN THEIR CHALLENGE ZONE

- Following the listening ladder



Are you
making
S=P+A+C+E
to **LISTEN?**

- Keeping our presentation policy

The St Thomas' Presentation Promise

As **St Thomas' Learners** we aim to be the **best** that we can be and so I promise:

To take real pride in everything I do

To always use my best handwriting

To respect my books and keep them free of doodles and scribbles

To put the date and Learning Title on every piece of work at the top left of my page

To always underline using a ruler

To use a sharp pencil or a good handwriting pen for my writing (always a sharp pencil for my maths)

To use a sharp pencil for every drawing or diagram

To make sure I use every page in my book

To put a single, neat line through my mistakes

To write carefully on the lines in my books

To make sure I glue things into my book as neatly and carefully as I can – straight and the right way up!

- Being ready, respectful and safe



Ready



Respectful



Safe

- Treating others the way they would like to be treated



This academic year we are having a whole school focus on what it means to be "Ready, Respectful and Safe." We will look at why this is important and how to demonstrate this in lessons, at lunch times, in the corridors and at playtimes. This is a theme you could talk to your child about over the year ahead.

We build our resilience and foster our mental health and wellbeing by: Making **S=P+A+C+E** for **ME**



At St Thomas' we celebrate who we are by making

S=P+A+C+E for **EVERYONE**

Based on Paul's letter to the Corinthians 12:1-31

A celebration of belonging, of uniqueness and community

EVERYONE is welcome here

As part of our School family, as part of God's world.

Who is everyone?

EVERYONE ...

Different and unique

Equal and respected

Loved and belongs

YOU are **EVERYONE**



Learning in Year 4

Learning Link:

Our Learning Link this term is going to be 'Awesome Anglo Saxons.'

Special Events:

Please see the Annual Calendar, website and the Weekly News for all the dates for the term ahead

Tuesday 6 th January	Back to school and Epiphany Mass
Tuesday 27 th January (7pm in school)	Parent meeting about residential trip at Hooke Court and Times Tables
Friday 23 rd January	National Handwriting Day
Friday 30 th January	4G Class Worship and Open Afternoon
Monday 9 th February	Safer Internet Day Parent Session (Breck Foundation)
Tuesday 10 th February	Face to face parent consultation meeting
Tuesday 10 th February	Safer Internet Day
Friday 13 th February	Safer Internet Day workshop (Breck Foundation)
Monday 16 th – Friday 20 th February	Half Term
Wednesday 25 th February	Remote parent consultation meetings
Wednesday 25 th /Thursday 26 th February	Lifespace visit in school
Friday 27 th February	Year 4 Forest School
Wednesday 4 th March	Author Visit
Thursday 5 th March	World Book Day
Friday 13 th March	INSET Day
Monday 16 th - Wednesday 18 th March	Hooke Court Residential
Friday 20 th March	Open Afternoon
Wednesday 25 th March	Invaders S=P+A+C+E Day
Friday 27 th March	End of Term – 2pm

Key skills we are focusing on:

Our new **S=P+A+C+E** Skills, including:

- Applying our knowledge to solve a range of problems
- Working as a team.
- Listening carefully to others.
- Being safe and staying healthy.
- Evaluating and improving our work.
- Taking risks with our learning and challenging ourselves.
- Being resilient.
- Being accurate in our learning.
- Using key vocabulary.

Challenge and Celebration:

The children will be challenged to create an artefact to be part of our Invaders Museum. On our S=P+A+C+E day the children will work as a team to display their artefacts and act as guides for the year 3 classes and you parents, if possible.

Homework:

Reading: In Year 4 we ask children to read at home every day for 10-20 minutes. As they become fluent, it is not necessary for every session to be reading aloud to an adult, but they should do this twice a week and regularly discuss their books using questions in their Reading record books. Please could parents record the number of questions from the sheets that children are answering in the reading record books.

Spelling: Each week, the children will be set a list of spellings to learn for homework. Sometimes the spellings will follow a pattern/ rule and sometimes they will be statutory words that do not follow a set rule. We ask that children practise the words at home at least 3 times during the week (in this book) and then write at least 5 sentences using the spellings. Each sentence should contain at least one of the spelling words. These spellings will be tested each week by a test and a short dictation.

Maths and SPaG: Once a week, children will be set a weekly workout in their CGP maths and SPaG books. This will be set on a Monday and due in to be marked with the children on the following Monday.

Sometimes other homework may be set during the week, such as learning words for a performance, items to bring in or a research task.

Resources

Your child has their school pencil case. Replacement handwriting pens, pencils, rulers, rubbers and pencil sharpeners will be available to buy from school.

The Year 4 team would like to thank you in advance for your support and look forward to a safe, healthy and successful term.

Contacts:

4G St. Gemma	Mrs Grove (Mon-Thurs)	mrsgrrove@st-thomas.surrey.sch.uk
	Mr Jones (Fri)	mrjones@st-thomas.surrey.sch.uk
4W St. Wilfred	Mr Burnip	mrburnip@st-thomas.surrey.sch.uk

Year 4 Spring Medium Term Plan	
Learning Link: Awesome Anglo-Saxons	We will be learning what happened after the Roman left Britain, how first the Anglo-Saxons, and then the Vikings, came and settled in Britain. This will include some local History as Guildford was an Anglo-Saxon settlement. This will be further studied during our residential to Hooke Court and through the books we read in English.
RE	Galilee to Jerusalem - 'God's only Son, who is at the Father's side, has made him known' (Jn 1:18). Desert to Garden - 'Christ died for our sins in accordance with the scriptures, and that he was buried, and that he was raised on the third day' (1 Cor 15:3).
English	Class Texts: 'The Firework-Maker's Daughter' by Philip Pullman 'Men, women and children in Anglo-Saxon Times' by Jane Bingham Writing: Letter writing Diary writing Persuasive leaflets

	<p>Information texts</p> <p>Grammar:</p> <p>Word classes</p> <p>Fronted adverbials</p> <p>Using inverted commas for speech</p> <p>Using apostrophes of omission and possession</p> <p>Conjunctions</p> <p>Extended noun phrases</p>
Maths	<p>Multiplication and Division</p> <p>Fractions</p> <p>Decimals</p> <p>Focus on Times Tables</p>
Science	Electricity- mains and battery powered, creating and investigating circuits
Art	Feelings and Faces – based on The Scream by Edvard Much
DT	Lamps – linked to circuit work in Science
Computing	<p>Online Safety – Safe use of AI on Safer Internet Day, Our Digital Citizenship Pledge, Can we trust everything we see online?</p> <p>Programming with Logo</p>
History	<p>Anglo Saxon and Viking Raiders and Settlers.</p> <p>Where they came from and where they settled, including the Anglo-Saxon settlement of Guildford</p> <p>King Alfred’s resistance and the creation of Danlaw</p>
Geography	<p>Using maps of Europe, we will be investigating where the different invaders came from</p> <p>Using maps of Britain, we will look at place names we will find settlements founded by the Anglo Saxons and the Vikings</p>
PSHE – Learning for Life	<p>Keeping myself safe</p> <p>Being me – different and unique</p> <p>Rights and responsibility</p> <p>Money matters</p>
French	<p>Months of the year</p> <p>Numbers 11-20</p> <p>Birthdays – my age</p> <p>Revisit topics already learned this year.</p>
Music	Continuing to use their recorders, children will rediscover dot notation to play short melodic phrases. Over the course of the term, this will expand to going deeper in our learning by combining our knowledge of stick notation, rhythm note values, our understanding of the stave to compose a short melody in more formal notation. This will be supplemented by listening to a range of early music, considering the inter-related dimensions of music we have previously learned about.
PE	<p><u>Gymnastics</u></p> <p>Safely perform balances individually and with a partner. Plan and perform sequences with a partner that include a change of level and shape. Understand how body tension can improve the control and quality of their movements. Watch, describe and suggest possible improvements to a performance.</p> <p><u>Fitness</u></p>

	<p>Develop speed, strength, stamina, co-ordination through dedicated exercises and personal challenges. Record results and consider exercises to improve results. Consider how exercise affects health and wellbeing.</p> <p><u>Tennis</u></p> <p>Develop the use of backhand and consider when to use it. Demonstrate increased technique with a continuous rally. Apply rules to the game and self-manage. Introduce the use of basic tactics to gain an advantage.</p>
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